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ABSTRACT

The terminal goals, program goals, and behavioral objectives for art education in Mesa Valley Schools as outlined by the district are to be implemented by school faculty and to serve as check points in a continuous progress approach to education. Terminal goals for programs are as follows: 1) an increased perceptual awareness that will enrich the student's life; 2) an involvement in various phases of art that will refine the student's appreciation of his environment; 3) the skillful rendering of art media; and 4) a knowledge of the history and meaning of art as well as knowledge of the technical aspects of basic design. (JH)

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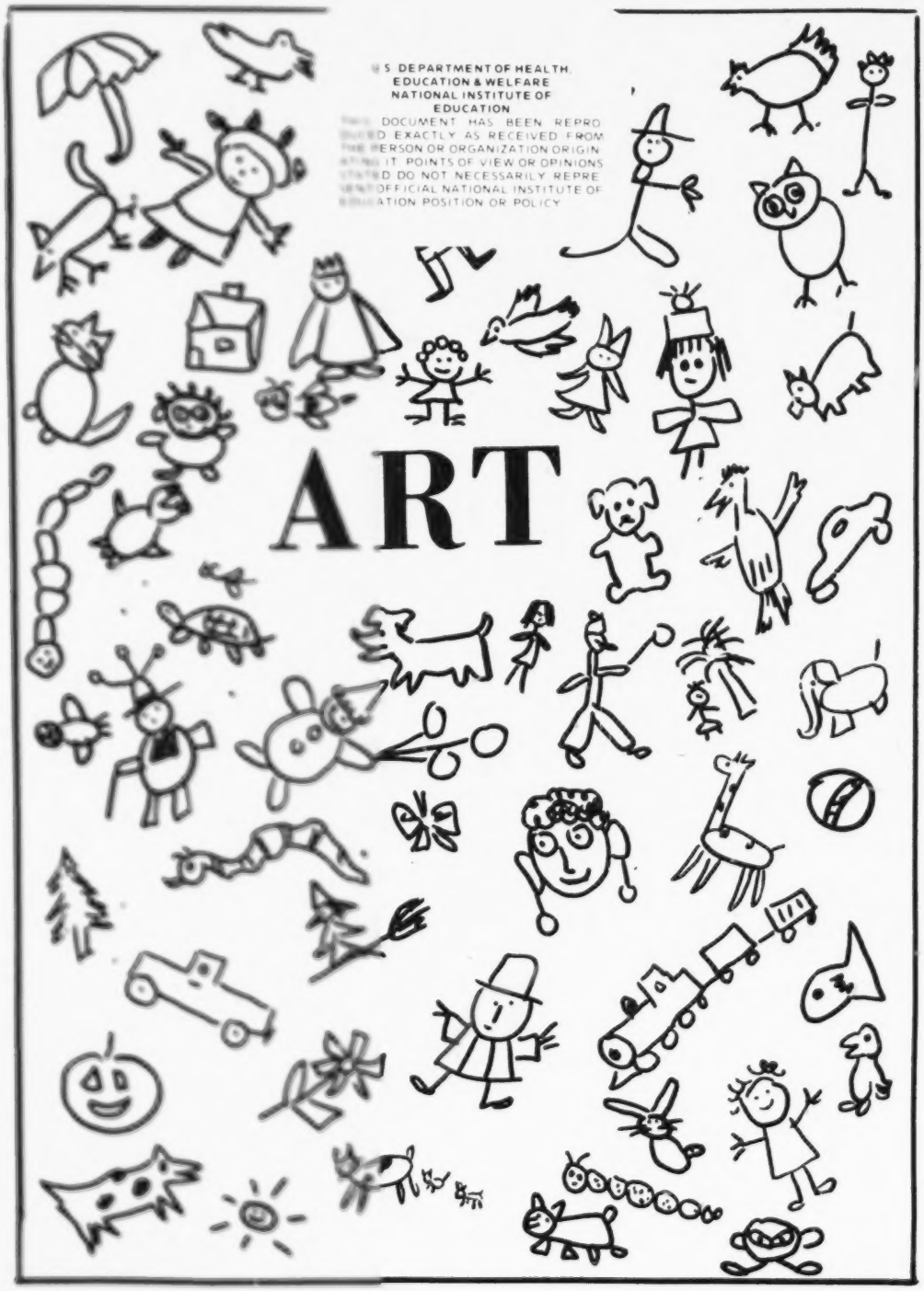
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MESA, ARIZONA

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MESA PUBLIC SCHOOLS

Mesa, Arizona

ART EDUCATION

Student Terminal Goals, Program Goals, and Behavioral Objectives

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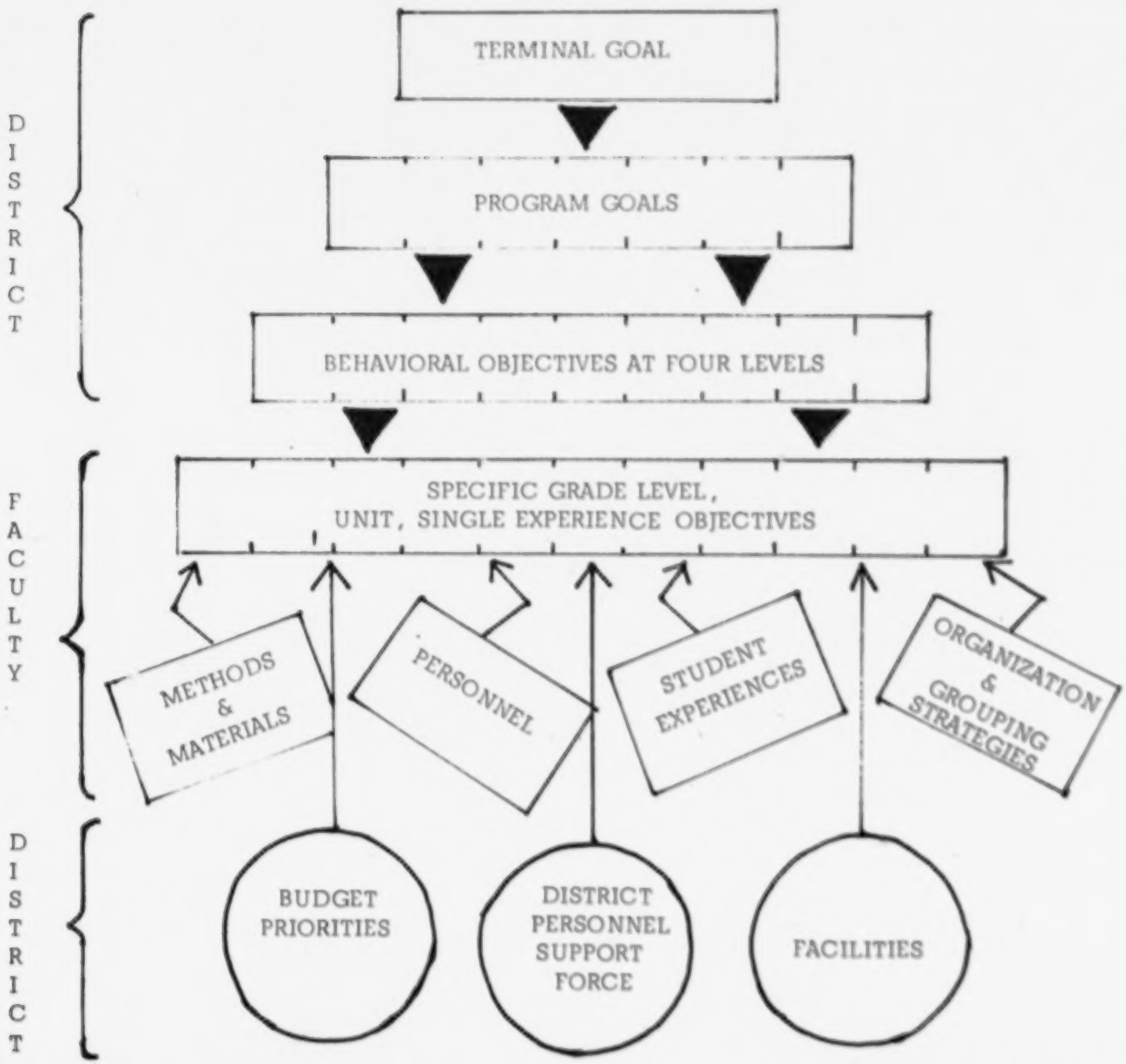
The educational goals and objectives in this booklet are presented as a sample of the many accomplishments which might be expected of students in the Mesa Public Schools. This selection forms the nucleus of district guidelines and priorities for curriculum and instruction. Improvement of the program will require continuous analysis and recycling to provide for elimination and addition of items. The accomplishment of these objectives is dependent upon the expenditure of human energies and the allotment of budget funds toward these ends. The objectives adopted for each level are not to be considered as a set minimum or maximum but rather as a check point in a continuous progress approach.

A MODEL OF RESPONSIBILITY FOR THE OBJECTIVES PROGRAM



TERMINAL GOALS

I. The student will be able to enjoy a richer life because of his increased perceptual awareness.

II. The student will have developed a greater refinement in the ability to appreciate his environment through his involvement with the various phases of art.

III. The student will become skilled in the rendering of art media.

IV. The student will become more knowledgeable in the field of art through history and meaning as well as learning the various technical aspects.

Terminal Goal

I. The student will be able to enjoy a richer life because of his increased perceptual awareness.

Program Goal

A. The student will recognize his own senses and how they contribute to his enjoyment of living.

Behavioral Objectives

Primary

1. The student recalls his feelings about the effects of the new Spring leaves, color of the Fall leaves, a Winter storm and illustrates it with a crayon drawing.

2. The student smells a jar of cloves, flowers, baby powder, turpentine, popcorn, garlic and illustrates the picture that comes to mind.

Intermediate

1. The student illustrates his impression of his feelings about the current season.

2. The student visualizes and illustrates scenes from a story read or told to him that he has not seen illustrated before.

Junior High

1. The student reports his feelings of viewing for the first time a work by a master painter from any artistic period. (Cubists, Rennaissance, German Expressionists)

2. The student remembers or makes up a dream and illustrates his impressions of it.

3. After listening to recordings of sounds (train whistle, church bell, siren, barnyard, people laughing, boxing match), the student illustrates the picture that comes to mind.

B. The student will be aware of his environment.

Behavioral Objectives

Primary

1. The student will demonstrate through oral expression his enjoyment of forms and colors in nature such as:
   a. how the petals of a flower fit together
   b. the form of an unfolding leaf
   c. the symmetry of a pine cone
   d. the design on the turtle's shell
   e. the beautiful colors of the leaves
   f. the shapes and colors of vegetables and fruits
   g. the texture of bark on trees

2. The student will draw or paint pictures of himself, his family, his home or his school.

Intermediate

1. The student will further develop his enjoyment of forms and colors in nature.

2. The student will use the environment for subjects in his drawings and paintings.

3. The student senses and describes the difference between a well-planned landscape and one of disorder.

Junior High

1. The student will describe a part of his city which he feels is not aesthetically pleasing and what methods he would use to improve it.

2. The student will be able to select an area from the landscape or street scenes which has possibilties for interesting and organized painting or drawing.

3. The student will be able to visualize imaginatively scenes from nature or abstract ideas and to paint or draw from them.

C. The student will be aware of the aesthetic choices to be made in his environment.

Behavioral Objectives

Primary

1. The student selects certain materials in our environment (scrapwood, cardboard, fabric) and rejects other materials (wire, glass, foil) to construct scrap sculpture.

2. The student will organize an aesthetically pleasing floral arrangement from a selection of vases of different sizes and a variety of foliage.

Intermediate

1. The student uses his talents in interior design by organizing a shadow box, making hand-made furniture to decorate a room.

2. The student selects an appropriate fabric for a summer outfit from many sample materials with consideration of color, texture, and pattern which serve the purpose for the intended product.

Junior High

1. The student will choose one block in his city he feels is not aesthetically pleasing and will renovate it in miniature model form.

2. The student will devise a plan for a city in the form of a pen and ink drawing.

Terminal Goal

II. The student will have developed a greater refinement in the ability to appreciate his environment through his involvement with the various phases of art.

Program Goal

A. The student will have developed the ability to recognize the aesthetic qualities of his environment.

Behavioral Objectives

Primary

1. The student will be able to see the creativeness in a handcrafted ceramic piece in comparison to an assembly line ceramic piece.

2. The student decorates a box which would entice the buyer to purchase its contents.

Intermediate

1. The student reflects upon his experience at an art exhibit.

2. With papier mache, the student decorates an unusual birthday cake.

3. The student illustrates the cover of a record album.

Junior High

1. The student will recognize the creativeness in architectural form by comparing pictures of suburban jerry-built houses and houses designed by Frank Lloyd Wright.

2. The student finds a magazine advertisement that is not pleasing and shows how he would make it more attractive.

B. The student will expand his knowledge of contemporary art.

Behavioral Objectives

Primary

1. The student recognizes the repetition of form in a (Cubist) painting.

2. The student will draw a magnification of a part of a leaf, flower stem, sliced citrus fruit, or seed.

Intermediate

1. The student categorizes three paintings belonging to the style of the Cubists, Fauves and Surrealists.

2. The student recognizes the progression towards abstract art through the works of Van Gogh, Braque, Kandinsky, Pollack.

Junior High

1. The student will recognize and form an opinion of the color and line quality of a painting by Picasso, Pollock, Mondrian, or Klee.

2. The student notes the similarities among the works of a specific sculptor. (Henry Moore, Alberto, Giacomatti, Naum Gabo)

3. The student reads and reacts to the report of an art critic on a particular exhibit.

C. The student will become more involved through his knowledge of art.

Behavioral Objectives

Primary

1. The student creates a book jacket for the book he has just read, illustrating one or more of the scenes on the front and back covers.

2. The student makes place mats for a(Mother's Day, Birthday, Christmas)gift utilizing the crayon inlay process.

Intermediate

1. The student will begin to mix his own secondary colors from the primary colors.

2. In the study of prisms, the student will be able to recognize the warm and cool colors.

Junior High

1. After studying measurement in math, the student will be able to produce a geometric collage of measured shapes.

2. The student creates a poster announcing an art show considering balance, form, color, purpose, and readability.

3. The student will show his interests in art through checking out art books through the library, checking out art prints to take home, and visiting art exhibits and museums on his own time.

Terminal Goal

III. The student will become skilled in the rendering of art media.

Program Goal

A. The student will be able to conceive an idea for a project including the purpose, the size and shape, and the procedure.

Behavioral Objectives

Primary

1. The student will complete a drawing using crayon resist.

2. The student will complete a clay figurine using the coil method.

3. The student will complete a project utilizing a paper bag for a puppet.

Intermediate

1. The student will complete a tissue collage.

2. The student will create a three dimensional sculpture form using wood scraps.

3. The student will create a design combining tempera and chalk.

Junior High

1. The student will complete two clay sculptures using the slab and the pinch methods.

2. The student will complete a woodcut design.

3. The student will complete a charcoal rendering drawn from a live model.

B. The student will show evidence of sensitivity to and care of materials.

Behavioral Objectives

Primary

1. The student will be able to:
   - wash and store a paint brush
   - fill and empty water containers
   - place lids on paint jars
   - use paint and a brush without dripping or scrubbing
   - use a different brush for each different tempera color
   - handle wet paintings
   - clean paint spills
   - clean work areas
   - use good habits at the place of water supply
   - use scissors
   - paste

Intermediate

1. The student will further develop his knowledge of materials and be able to:
   - know when clay is too soft or too hard to model
   - make separate pieces of clay stick together
   - know what firing does to clay
   - protect floor and tables from clay
   - consider practicality of height and width of space or forms of his block structures
   - drive nails, saw, drill holes, glue, and sand
   - use scissors
   - tie simple knots

Junior High

1. The student will further develop his knowledge of materials and be able to:
   - use block cutting tools safely
   - clean oil base inks and paints
   - use a wedging board
   - mix slips
   - mix and apply glazes
   - handle and work with greenware

Terminal Goal

IV. The student will become more knowledgeable in the field of art through history and meaning as well as learning the various technical aspects of basic design.

Program Goal

A. The student will show evidence of his knowledge of art history.

Behavioral Objectives

Primary

1. The student will recognize the differences between the French Impressionists' works and those of the contemporary artists.

2. The student will become familiar with works by the masters on subjects with which they are familiar:
   Gauguin - "Three Puppies"
   Marin - "Circus Elephants"
   Cezanne - "Flowers in a Vase"
   Van Gogh - "Boats"
   Renoir - "Portrait of a Little Girl"
   Picasso - "Two Clowns and Dog"

Intermediate

1. The student will recognize and point out works of art from the different periods.

2. The student will become acquainted with works of artists in other times and places in buildings, pottery and ceramics, furniture and utensils, jewelry and textiles.

Junior High

1. The student will evaluate the influence of one style on another in various art forms.

2. The student will report on information about a period in art history.

3. The student will report on how the styles of one artist (Cezanne, Van Gogh) changed throughout his lifetime.

B. The student will show evidence of his knowledge of the technical aspects of art.

Behavioral Objectives

Primary

1. The student will see and point out that close objects appear lower on the picture plane and distant objects appear higher in a painting.

2. The student will show by his drawings that close objects appear larger and distant objects appear smaller.

3. The student will show by his drawings that the earth and sky meet.

Intermediate

1. The student will show evidence of overlapping in his drawings and paintings.

2. The student will show evidence of grouping in his drawings and paintings.

3. The student will place figures and objects in varied positions. (Side view, sitting, bending, running, throwing)

Junior High

1. The student will draw and paint figures and objects in various positions showing overlapping, perspective, consideration for value and shading, relations between positive and negative space, and effective composition.

2. The student will be able to evaluate the organization and integrity of intention of his own work and that of others.